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1904/05

ANNOUNCEMENT

OF THE

SOUTHWEST TEXAS STATE NORMAL SCHOOL

FOR THE

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FEB 1 1921

ANNUAL SESSION

BEGINNING SEPTEMBER 7, 1904, AND ENDING MAY 15, 1905.

SAN MARCOS, TEXAS.

AUSTIN, TEXAS:
VON BOECKMANN-JONES COMPANY, STATE PRINTERS,
1904.

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AUSTIN, TEXAS:
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STATE BOARD OF EDUCATION.

His Excellency S. W. T. Lanham,
Governor and ex-officio President.

Hon. J. W. Stephens,
Comptroller of Public Accounts.

Hon. J. R. Curl,
Secretary of State.

Secretary of Board,
Hon. Arthur Lefevre,
State Superintendent of Public Instruction.

LOCAL BOARD OF DIRECTORS AND BOARD OF VISITORS.

Hon. W. D. Wood,

Hon. S. V. Daniel,

Hon. Ed. J. L. Green.

FACULTY FOR 1904-1905.

THOMAS G. HARRIS, Principal,
Professional Work.

J. E. BLAIR,
English.

J. S. BROWN,
Mathematics.

MRS. LUCY BURLESON,
Secretary, Librarian, and Assistant in English.

MISS MARY STUART BUTLER,
Vocal Music.

MRS. WILLIE SWANN FOSTER,
Assistant in History.

ALFRED FRESHNEY,
Physics and Chemistry.

MISS LULU HINES,
Primary Work, Reading, and Physical Culture.

MISS HELEN HORNSBY,
German.

W. A. PALMER,
History and Civics.

MISS ANNIE PEARSALL,
Primary Work, Geography, and Drawing.

JOHN E. PRITCHETT,
Latin.

MISS JESSIE A. SAYERS,
Assistant in Mathematics.

MRS. LILLIE T. SHAVER,
Assistant in English.

MISS MAUD M. SHIPE,
Assistant in Professional Work.

S. W. STANFIELD,
Biological Sciences.

MISS KATE E. WHITE,
Assistant in English.

CALENDAR FOR 1904-1905.

Annual Session will open September 7, 1904, and close May 15, 1905.

TERMS.

September 7, 1904.....	First Term	November 12, 1904.
November 13, 1904.....	Second Term.....	January 14, 1905.
January 15, 1905.....	Third Term.....	March 17, 1905.
March 20, 1905.....	Fourth Term.....	May 15, 1905.

ANNUAL REPORT OF THE LOCAL BOARD OF TRUSTEES.

To the Honorable, the Board of Education of the State of Texas:

GENTLEMEN: We, the Local Board of Trustees of the Southwest Texas State Normal School, hereby make this our report for the session which closed on May 17, 1904:

Three hundred and three students were in attendance during the term. Of these twenty-eight Seniors completed the course and received diplomas.

One hundred and four Juniors completed the course and received First Grade Certificates.

Eighty-two students completed the Freshman Course and received Second Grade Certificates.

We take great pleasure in commending the Principal and his corps of instructors for their punctuality, industry, and the intelligent discharge of their duties. We are also highly gratified at the good discipline, zealous effort, and orderly behavior manifested by the great body of students.

We note that during the last quarter of the term the attendance was fifty-eight boys and 206 girls. We believe that our public schools should have a greater number of male teachers than is indicated in the attendance of this school. We therefore suggest that those who have the appointment of State students, make effort to secure the attendance of a greater number of young men.

The several appropriations made by the last Legislature have been expended in the necessary improvements to the buildings and grounds, including water, light, fencing, furniture, chemical apparatus, and fire protection.

We take this occasion to express to your Honorable Board our appreciation of the interest and assistance you have so uniformly rendered in all matters pertaining to the school.

W. D. WOOD.
ED. J. L. GREEN.
S. V. DANIEL,
Local Board of Trustees, Southwest Texas State Normal School.

San Marcos, Texas, May 17, 1904.

SOUTHWEST TEXAS STATE NORMAL SCHOOL.

CATALOGUE OF STUDENTS, 1903-1904.

NAME.	RESIDENCE.
Adams, Virgie	Buda.
Allen, Veda	Lockhart.
Allen, Maud	Gainesville.
Alverson, Fannie	Quanah.
Alvis, Zora	Big Valley.
Amason, Iris	Salty.
Avent, Maggie	Jonesboro.
Avent, Jewell	Jonesboro.
Avent, Myrtle	Atascosa.
Baine, Harry	Lexington.
Bailey, Thomas	Gause.
Barbee, Naomi	San Marcos.
Barrow, Mary (Mrs.)	San Marcos.
Bassett, Merle	Kemp.
Battaile, Willie	Georgetown.
Bates, A. F.	Bolivar.
Bell, Birdie	Austin.
Bell, Luella	Blanco.
Biesele, Rudolph	York's Creek.
Beyer, Herman	Ellinger.
Black, Garrett	Driftwood.
Bloys, Mabel	Fort Davis.
Blucher, Clara	Flatonia.
Blucher, Olga	Flatonia.
Bonds, Nannie	Hufsmith.
Bowen, Loula (Mrs.)	Cotulla.
Bowman, Kate	Sabinal.
Boyd, Rubie	Salado.
Brady, Nelle	Gainesville.
Breeden, Annie	Cuero.
Britt, C. O.	Medina.
Brown, Charlotte	San Marcos.
Brown, J. I.	Waller.
Bryson, Mae	McGregor.
Burbank, Cornelia	Port Lavaca.
Buller, George	Peters.
Burdette, Irene	Tanks.
Burleson, Elizabeth	Buda.
Butler, Mae	Llano.
Butler, Alva	Llano.
Cagle, Mattie	Osage.
Caldwell, W. M.	Buda.
Campbell, Maud	Austin.
Caperton, Jewell	Ballinger.
Caperton, Alphie	Maverick.
Caperton, Reuby	Austin.
Caperton, Helen	Waco.
Capt, Ela	Granger.
Carrington, Lillian	Brenham.
Carlisle, Ina May	San Marcos.
Carrell, W. J.	Godley.

NAME.	RESIDENCE.
Carter, Elma	Satern.
Cavett, Dove	Dripping Springs.
Choate, Eulia	Smithville.
Clack, Fannie	Abilene.
Clark, Josephine	Fredericksburg.
Cliett, Willie	Hillsboro.
Cliett, Lollie	Hillsboro.
Cliburn, W. A.	Denson Springs.
Cloud, Ruth	Austin.
Cocke, Chester	Granger.
Cocke, Maudie	Buda.
Cocke, Shelby	Buda.
Cofield, C. G.	Granger.
Coleman, Mabel	Dallas.
Cole, Lillie	Beaumont.
Cook, Ethel	Wimberly.
Cowan, Birdie	Lone Oak.
Crouch, D. P.	Beaumont.
Cox, Emma	Buda.
Culpepper, D. I.	Falls City.
Dailey, Fate	San Marcos.
Dahlman, Frida	Cuero.
Davenport, Pollyware	Center Point.
Davis, Lilla	Waco.
Deaton, Leta	Lone Star.
Desmuke, Myrtle	Amphion.
Dobbins, Viola	San Marcos.
Doss, Addie	Matagorda.
Duty, Ada	Kyle.
Edmonston, Mary	San Marcos.
Edmondston, Bobbie	Brookside.
Erck, Hulda	Maxwell.
Fain, Annie	Denton.
Fairchild, C. B.	Burke.
Falls, C. F.	Rising Star.
Frey, Emma	San Antonio.
Fiser, Offa	Mooreville.
Fiser, Lillie	Mooreville.
Floyd, May	Texarkana.
Foote, J. D.	Pleasant Valley.
Francis, Salura	Mineral City.
Fullbright, Burtie L.	Lorena.
Funk, Bertha	Matagorda.
Gary, Lola	San Marcos.
Garland, William	Bells.
Gardner, Mary (Mrs.)	San Marcos.
Garretson, Sue	Hubbard City.
Gault, Chas.	Milburn.
Giddings, Edith	San Antonio.
Gillespie, Eloise	Dallas.
Glass, Ethel	Womack.
Glenn, B. H.	Buffalo.
Gordon, Stella	Whitewright.
Gray, Calvin	Sabinal.
Green, Ada	Noonday.
Green, A. H.	Harwood.
Griffin, Bryant	San Marcos.
Grindstaff, Henry	Peaster.
Hamblen, Eloise	Cuero.
Hardy, Maud	Brenham.

NAME.	RESIDENCE.
Harrison, Inez	Centerville.
Harris, Brown	Long Branch.
Hastedt, Henry	Frelsburg.
Hawthorn, Beulah	Seagoville.
Heller, Annie	Buda.
Hill, Evie	Granger.
Hill, Mamie	Pearsall.
Hill, Volina	Buffalo.
Hogan, Mary	Runge.
Holbrook, Lula	Cisco.
Holliday, Attie May	Belton.
Howard, Olive	Georgetown.
Howard, D. M.	Devine.
Howard, Maud	Devine.
Huff, J. F.	Paris.
Hughes, Mattie	Milburn.
Hurst, Anist	Royse.
Jackson, Sara	Swan.
Jacobs, Bessie	San Marcos.
Jenkins, W. W.	Leander.
Johnson, Nova	Driftwood.
Johnson, Sue	D'Hanis.
Johnston, Ruth	Waelder.
Jones, Madge	Mooreville.
Kallenburg, Hugo	Fredericksburg.
Karbach, Minnie	Goodwin.
Kelly, Sallie	Gonzales.
Kendrick, Josie	Rising Star.
Koch, Meta	Fredericksburg.
Kone, Mabel	San Marcos.
Kinnebrew, Maud	Corsicana.
Kuntz, Mildred	Creedmoor.
Lake, Olive	San Marcos.
Lancaster, Leota	San Marcos.
Laughlin, Kate	Waco.
Laughter, Vernon	Edna.
Le Grande, Cecil	Hempstead.
Lee, Ethie	Munday.
Lemons, Bertha	Pecan Grove.
Litteral, R. C.	Blevins.
Lowrie, Guy	Quinland.
Lytle, Maebel	Lytle.
Lytle, Alice	Lytle.
Lytton, Maebel	Elgin.
Martin, C. G.	Oglesby.
Mayfield, Lilla (Mrs.)	Karnes City.
McAnally, Leila	Cameron.
McCay, Florence	San Marcos.
McGehee, Ruth	San Marcos.
McGehee, Mary	San Marcos.
McKinney, Mae	La Para.
McCuistion, Emma	Dripping Springs.
McCleery, Bessie (Mrs.)	San Marcos.
McDavid, Mary	Overton.
McLendon, Louetta	Kirk.
McLendon, Lillian	Mart.
McManus, Barsa	Tarkington Prairie.
McMurrey, Sara	Shiner.
McMurrey, Burns	Shiner.
McClure, A. J.	Ocker.
McCall, John D., Jr	Dripping Springs.

NAME.	RESIDENCE.
McKie, Winnie	San Marcos.
McNair, W. H.	Rosewood.
McGown, Afton (Mrs.)	El Paso.
Meyers, Mary	Meridian.
Meyer, Ella	Redwood.
Miller, Mintie	Ozona.
Mooney, Nora	Prairie Lea.
Moore, Sam	Santa Anna.
Moore, Bernice	San Marcos.
Moore, Katie	Temple.
Moore, Jewell	Edna.
Moore, Wm. D.	West Point.
Morris, Lillie	Lindale.
Meriwether, Meda	Edna.
Meador, Jodie	Buda.
Meador, Henry	Buda.
Mertz, Georgia	Uvalde.
Meissner, Lottie	Nelsonville.
Napier, Louise	Waco.
Nations, May	Alpine.
Neil, Effia	San Marcos.
Nelson, W. A.	Reno.
Nickens, Bessie	Garland.
Nicholls, Ola	San Marcos.
Nink, Charles	Smithville.
Nivens, Annie	Buda.
O'Banion, Cecil	Austin.
O'Banion, Madison	Austin.
Oldham, Mary	San Marcos.
Owens, Laura	San Marcos.
Pace, Mary	Bartlett.
Pace, Mae	Bartlett.
Pack, W. F.	Eaton.
Parker, C. B.	Eaton.
Parris, J. P.	Holmes.
Patterson, B. F.	Pecan Grove.
Payne, M. T.	Itasca.
Peacock, Sallie	San Antonio.
Peacock, Pearl	San Antonio.
Pease, Rosalie	Cedar Bayou.
Perkins, Naomi	Scurry.
Perriman, Blanche	Frost.
Petsch, Alfred	Fredericksburg.
Phelps, Homer	Quinland.
Phillips, Cora	Wichita Falls.
Phillips, Lucy A.	Scaly.
Pilant, Cora	Arlington.
Pierce, Annie Lou	Luling.
Pool, Billie	Jones Prairie.
Porter, Beatrice	San Marcos.
Powell, Edna	San Marcos.
Prescott, Edna	Navasota.
Putnam, Zilpha	Edna.
Putnam, Leila	Throckmorton.
Qualls, Eddie	Gonzales.
Ragin, Maud	Alpine.
Rahl, Mayme	Goldthwaite.
Ray, Grace	San Saba.
Ray, Thomas	Hegar.
Raynolds, Lucy	San Marcos.

NAME.	RESIDENCE.
Rather, Eunice	Belmont.
Richards, Pearl	Holmes.
Richardson, J. W	Sweet Home.
Robson, Sidonia	La Grange.
Robertson, Carrie	Bonham.
Rogers, R. E	Godley.
Rodgers, R. E	Alvarado.
Rowland, Clara	Kyle.
Runnels, Lillie	San Marcos.
Russell, Stella	Caddo.
Sanford, Mary	Fort Stockton.
Sansom, Willie	Georgetown.
Saunders, J. H	Wimberly.
Seal, Pauline	Dripping Springs.
Senter, Nora	White House.
Shannon, C. W	Belton.
Shaver, Willie	Weimar.
Shaw, Lucile	La Grange.
Sheeon, Kate	Llano.
Short, Rennie	Arlington.
Sledge, Callie	Kyle.
Smith, Arie	Elgin.
Smith, O. A	Sulphur Springs.
Smith, Ethel	Grand View.
Smith, G. M	Tyler.
Smith, Mary	San Marcos.
Smith, Hamah L	Port Lavaca.
Smith, Willie L	Dawson.
Smith, Aphra	San Marcos.
Sorrell, Madie	Dripping Springs.
Souter, Bessie	San Marcos.
Stapp, C. M	Gabriel Mills.
Stump, N. B	Velina.
Stanfield, Vida	San Marcos.
Stewart, Sina	Poetry.
Strawn, G. W	Runge.
Summers, Margaret	Ponta.
Suiter, J. A	Quitman.
Sutton, Willie	Stuebner.
Tanner, A. D	Athens.
Taylor, Claire	Anderson.
Taylor, Byron	Fair Play.
Terry, Bessie	Junction.
Terry, Katie	Hope.
Thomas, Clyde	Rogers.
Thomas, Annie	Gause.
Thompson, Anna	Belton.
Thompson, Emma	Gatesville.
Todd, Sydney	Richmond.
Tribble, Elvira	Patroon.
Turner, Maggie	San Marcos.
Van Every, Minnie	Maxwell.
Venable, Alice	San Marcos.
Voigt, Mattie	San Marcos.
Vest, Bessie	San Marcos.
Waddell, Claudie	San Marcos.
Waldrop, R. H	San Marcos.
Watkins, Letty	Staples.
Watkins, K. M	Denson Springs.
Watson, Jesse	Eaton.
West, Beulah	Lone Star.

NAME.	RESIDENCE.
Wier, Josephine	Hempstead.
Wilbarger, Annie	Georgetown.
Williams, Beulah	Lorena.
Wilson, Novel	Buda.
Williamson, Vara	San Marcos.
Wood, Carrie	Hainsville.
Wray, Birdie	Center Point.
Young, Ruth	Lytle.
York, Mary	Hanover.
Zorkowsky, Sadye	Houston.

SUMMARY.

Total enrollment 1903-1904 303
Total number of counties represented 99

OCCUPATIONS OF PARENTS.

Physicians, 6; farmers, 124; stockmen, 16; teachers, 12; merchants, 27; ministers, 7; clerks, 7; agents, 11; dressmakers, 5; liverymen, 2; boarding house keepers, 6; druggists, 4; lawyers, 6; officers, 5; contractors, 9; professional nurse, 1; milliners, 2; barber, 1; sailor, 1; editor, 1.

NATIVITY OF STUDENTS.

Texas, 268; Tennessee, 3; Alabama, 8; Missouri, 7; Mississippi, 3; Louisiana, 3; foreign, 2; Indiana, 1; New York, 1; Arkansas, 4; Wisconsin, 1; Illinois, 1; Georgia, 1.

GRADUATING CLASS OF 1903-1904.

Mabel Bloys.
Rubie Boyd.
Mae Bryson.
Maud Campbell.
Helen Caperton.
Fannie Clack.
Ruth Cloud
Annie Fain.
Mary Gardner (Mrs.).
Charles Gault.
B. H. Glenn.
Stella Gordon.
Inez Harrison.
Bessie Jacobs.
Maud Kinnebrew.
Ethie Lee.
Bessie McCleery (Mrs.).
W. D. Moore.
Mary Meyers.
Blanche Perriman.
Lucy Phillips.
Cora Pilant.
Eddie Qualls.
R. E. Rodgers.
Hamah Smith.
Willie Lou Smith.
Vara Williamson.
Sadye Zorkowsky.

UNDER-GRADUATING CLASS OF 1903-1904.

RECEIVING FIRST GRADE CERTIFICATES.

Virgie Adams.
Maud Allen.
Veda Allen.
Fannie Alverson.
Zora Alvis.
Iris Amason.
Maggie Avent.
Merle Bassett.
Willie Battaile.
Birdie Bell.
Rudolph Biesele.
Loula Bowen.
Kate Bowman.
Nelle Brady.
Charlotte Brown.
Irene Burdette.
Alva Butler.
Mae Butler.
W. M. Caldwell.
Alphie Caperton.
Jewell Caperton.
Reuby Caperton.
Ela Capt.
W. J. Carrell.
Lillian Carrington.
Willie Cliett.
C. G. Cofield.
Mabel Coleman.
Frida Dahlman.
Lilla Davis.
Leta Deaton.
Myrtle Desmuke.
Ada Duty.
Bobbie Edmondston.
Lillie Fiser.
May Floyd.
J. D. Foote.
Emma Frey.
Sue Garretson.
Edith Giddings.
Eloise Gillespie.
Ethel Glass.
Lola Gary.
Maud Hardy.
Volina Hill.
Attie May Holliday.
Mattie Hughes.
Hugo Kallenberg.
Minnie Karbach.
Meta Koch.
Mabel Kone.
Kate Laughlin.
Vernon Laughter.
Mary McDavid.
Ruth McGehee.
Henry Maedor.
Jodie Meador.
Meda Meriwether.
Minta Miller.
Jewell Moore.
Lillie Morris.
Louise Napier.
Ola Nicholls.
Bessie Nickens.
Charles Nink.
Annie Nivens.
Cecil O'Banion.
Laura Owens.
Mary Pace.
B. F. Patterson.
Cora Phillips.
Billie Pool.
Beatrice Porter.
Leila Putnam.
Maud Ragin.
Eunice Rather.
Grace Ray.
Lucy Raynolds.
R. E. Rogers.
Sidonia Robson.
Stella Russell.
Willie Sansom.
Pauline Seal.
C. W. Shannon.
Willie Shaver.
Lucile Shaw.
Rennie Short.
Aphra Smith.
Arie Smith.
Ethel Smith.
G. M. Smith.
Madie Sorrell.
C. M. Stapp.
Sina Stewart.
Willie Sutton.
Callie Sledge.
Vida Stanfield.
A. D. Tanner.
Claire Taylor.
Clyde Thomas.
Anna Thompson.
Maggie Turner.
Minnie Van Every.
Novel Wilson.

SOUTHWEST TEXAS STATE NORMAL SCHOOL.

HISTORY.

The first important step toward the establishment of a State Normal School at San Marcos was taken in 1893 by the Twenty-third Legislature in the passage of an act from which this extract is taken: "Teachers holding a diploma from a Texas normal school, or from the Peabody Normal School at Nashville, Tennessee, or the North Texas Normal College of Denton, Texas, or the Coronal Institute at San Marcos, Texas, may teach in the public schools of this State during good behavior, and such diplomas shall rank as permanent certificates; and such teachers shall not be subject to examination by any board of examiners; provided, that the State Board of Education, together with the State Superintendent of Public Instruction, shall prescribe the course of study which teachers shall complete in the North Texas Normal College and Coronal Institute, before their diplomas from the same shall have the force of life certificates," etc.

While the management of Coronal Institute, because of an unwillingness to change the course of study to that of a normal school, did not take advantage of the privileges offered in the statute quoted, yet this act of the Legislature had an important effect in centering attention upon San Marcos as a favorable location for a State Normal School.

At its regular session in 1899, the Twenty-sixth Legislature passed "An Act to provide for the establishment, maintenance, and government of a State Normal School to be located at San Marcos, in Hays county, Texas, and to be known as the Southwest Texas Normal School." By the terms of this act the Normal was located "on a plot of ground containing about eleven acres, and known as Chautauqua Hill," donated to the State for this purpose by "the city of San Marcos and the citizens thereof," and this "said property" was placed "under the management and control of the State Board of Education, for the purpose of establishing and maintaining the aforesaid Southwest Texas Normal School, which shall be done so soon as said State Board of Education shall deem it advisable, and suitable provisions are made to carry into effect this act."

By an act approved March 28, 1901, the Twenty-seventh Legislature, at its regular session, appropriated the sum of twenty-five thousand dollars for the erection of a building for the use of the Southwest Texas State Normal School, placed the school under the management of the State Board of Education, authorized the State Board of Education to "appoint a local board of three trustees for the Southwest Texas Normal," made the rules and regulations provided by law for the government of the Sam Houston Normal Institute applicable so far as practicable to the government and control of the Southwest Texas Normal School, gave the State Board of Education authority to "exercise all the powers and control over the Southwest Texas Normal that said board is authorized by law to exercise over the Sam Houston Normal Institute," and directed "that said board, at the earliest practical moment,

proceed to have erected on the aforesaid eleven acres of land suitable and necessary buildings for the accommodation of the pupils in said school."

At its second called session, by an act approved October 2, 1901, the Twenty-seventh Legislature appropriated an additional sum of twenty thousand dollars to "complete building and equip same."

The State Board of Education at once appointed Hon. W. D. Wood, Hon. Ed. J. L. Green, and Hon. S. V. Daniel members of the Local Board of Trustees. Under the immediate supervision of this Local Board, with the general direction and approval of the State Board of Education, the magnificent brick building that now stands upon the crest of Chautauqua Hill was planned, erected, and equipped.

In April, 1903, the State Board of Education elected the principal and teachers, whose names appear on a preceding page; later the Board designated September 9, 1903, as the day for the opening of the first session of the school.

LOCATION.

The one matter upon which there is no difference of opinion is that in all the advantages of a beautiful site amid inspiring surroundings, the location of the Southwest Texas Normal is ideal. In regard to this location, the following statements, which clearly portray but do not in any way exaggerate the native charms and wholesome environments of the situation, are taken from an address issued by a citizens' meeting held in San Marcos, January 5, 1901:

"All over the broad State of Texas San Marcos is renowned for its beautiful river and healthful location, for its schools, its churches and the high moral tone of its citizenship.

"Nestling in the valley and dotting the hillsides with its homes, the town of San Marcos is near the head of the river that gives her name. *Ten churches rear their spires heavenward, beacons that bespeak a God-fearing and law-abiding community.*

"On eminences overlooking the town, 'Coronal Institute' and the public school building indicate her interest in education, and well paved and macadamized streets emphasize the public spirit and enterprise of her people. More than thirty mercantile establishments do lucrative business with the town and vicinage, while other industries give employment to her energetic citizens.

"A glance at a railroad map of the State will easily disclose the advantages of San Marcos for a State institution, by reason of its accessibility. Two great trunk lines of railroad with their close connections make it possible for the student whose means require a close calculation of expenses to reach his school in San Marcos without the disadvantages of vexatious and costly delay, occasioned by faulty connections or a long circuit of unnecessary railroad travel.

"Near the head of the San Marcos River, and overlooking its meanderings, a cedar crowned hill, whose beauty attracts the eye of every visitor, which for years was the home of the San Marcos Chautauqua, has been donated by the city of San Marcos to the State of Texas as a site for this Normal School.

"The fitness of the location is recognized and approved by all who

have been so fortunate as to visit it, commanding, as it does, an almost limitless view and presenting on every side an attractive landscape.

"At the very foot of the hill lie the premises of the United States Fish Cultural Station, yet in its earlier years, but presenting a picture of varied water and landscape scenery, which when fully developed will have no rival in attractiveness and practical utility, which in itself will be suggestive to pupils of the Normal School of new fields for their study and investigation. The advantages of proximity to the Fish Cultural Station will be apparent to all who favor the widest scope of instruction in our public schools.

"It has been said that in no respect has the wisdom of the American statesman been more fully displayed than in the selection of the sites for the two great schools, the Military Academy at West Point and the Naval Academy at Annapolis. Meet them where you may, in tented field, on warship-deck, or in the social circle, the graduates of these schools never fail in attributing to the surroundings of their 'Alma Maters' in influence for good, that, perhaps, would have never been manifest had their locations been other than they are.

"At West Point, the lordly Hudson, flowing through the beautiful hills, presents a landscape of indescribable grandeur, and, blended with its romantic history, leaves fixed in the minds of the young soldiers who are educated there an appreciation of duty, a manliness that few forget, and no school in the world has graduated a higher class of men in all the attributes of honor, courage and patriotism. Nor can less be said of the fitness of Annapolis as a site for the Naval School. The broad Severn River and the beautiful Chesapeake Bay are suggestive of the lives these young sailors must lead, and all agree that perhaps no other location on our coast would have had the same elevating and ennobling effect that this one has.

"What then may be said of San Marcos, the seat of one of the State's great institutions? Its river not lordly but more beautiful than the Hudson, with hills more picturesque; no sight of sea, but a landscape stretching far and away and presenting a varying view of hill and dale fair as the fairest of the land.

"The river, pure as a maiden's dream, will prove suggestive of high aims and noble ambitions, and the green hills will have their influence, giving to the State as disbursers of its bounty, teachers who, while drinking deep from the fountain of knowledge, will have absorbed from their surroundings an ennobling influence, a sense of duty that will impel them to their best efforts."

PURPOSES.

This is a Normal School, established for the education of teachers. Its distinctive purpose is to fit young men and young women for the profession of teaching. Scholarship is an essential element in the preparation that fits for the profession of teaching. Hence the purpose will be to conduct such educational processes as will result in scholarship. But, in addition to scholarship, the teacher needs such special training as will give insight into the problems of education and efficiency in the art of teaching. This school will aim to meet this demand. It should be kept in mind, however, that this school is not a university, or even a college. It is a Normal School. It will therefore not hope or endeavor

to give its students a university or college education. It may hope to lead its students to see the advantages of higher education, and it may hope to influence them to seek these advantages in college or university; but it can not undertake itself to give them.

Within the scope of its curriculum its aim will be thoroughness, soundness, and accuracy in scholarship; but this scope is limited to the field of accepted Normal School work, and beyond this scope there will be no pretense to academic training. In connection with, and in addition to, the acquisition of the scholarship that should come from the mastery of the established curriculum, serious, systematic, persistent effort will be made to direct students in such lines of thought and investigation as will lead to acquaintance with the history of education, with approved methods of teaching, with the practical problems of school management, and, in general, with the fundamental principles of the science of education and the art of teaching. These, in brief, will be the purposes of the school.

COURSE OF STUDY.

In planning the course of study it has been thought best to provide for certain required studies, and for certain electives. The required studies are those included in these departments: 1. English; 2. Mathematics; 3. History, Civics, and Geography; 4. The Sciences prescribed by statute for the public schools, physiology, physics, and chemistry; 5. Professional work. The electives are as follows: 1. Latin; 2. German; 3. Sciences not prescribed by statute for public schools, botany, physiography, and zoology.

A three years' course has been arranged in each of the eight lines of study named. Each student will be required to take all of the five required courses, and some one, but only one, of the three optional courses. A student having once chosen and begun any one of the optional courses will be required to complete that full course, and will in no case be permitted to give up that course for one of the other optional courses.

DIVISIONS OF WORK.

Each entire course covers three years of nine scholastic months, or thirty-six weeks each. The first year is designated as the Freshman Year, the second as the Junior Year, and the third as the Senior Year. Each year is divided into four quarters, designated as first, second, third, and fourth quarter, respectively.

OUTLINES OF COURSES.

ENGLISH.

MR. BLAIR, MISS WHITE, AND MRS. SHAVER.

GENERAL STATEMENT.

The importance of a good foundation in English can scarcely be overrated. The general aim in the instruction in English is to secure accu-

racy and facility in the expression of thought. It is fundamentally important that those who are to teach shall acquire some degree of skill in the use of their mother tongue. It is generally recognized that this skill can be attained only by constant drill extending throughout the student's entire course of training; and while, in different stages of the course, particular phases of the work will be emphasized, the general aim must be constantly kept in view.

The work in this department is planned to meet the actual needs of students as they come to us. Four lessons per week will be given throughout the entire three years' course, according to the following schedule:

SYNOPSIS OF COURSES.

[N. B.—Figures in parentheses indicate the number of lessons per week.]

FRESHMAN YEAR.

First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
Elementary Composition (3). Literature (1).	Grammar (3). Literature (1).	Grammar (3). Literature (1).	Grammar (3). Literature (1).

For critical study: Snow Bound, Story of the Iliad, Evangeline, The Vision of Sir Launfal.

For careful reading: Irving's Alhambra, Cooper's The Spy, Hawthorne's Twice-told Tales, Dickens's David Copperfield, Scott's Lady of the Lake, Goldsmith's Vicar of Wakefield.

JUNIOR YEAR.

First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
Grammar and Composition (3). Literature (1).	Composition and Rhetoric (3). Literature (1).	Composition and Rhetoric (3). Literature (1).	Composition and Rhetoric (3). Literature (1).

For critical study: The Deserted Village, Elegy in a Country Churchyard, L'Allegro and Il Penseroso, Julius Cæsar, The Merchant of Venice, Emerson's Essay on Behavior.

For careful reading: Irving's Life of Goldsmith, Scott's Ivanhoe, George Eliot's Silas Marner, Lamb's Tales from Shakespeare, Hawthorne's Wonder Book, Hawthorne's Tanglewood Tales.

SENIOR YEAR.

First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
English Literature (4).	English Literature (4).	English Literature (4).	English Literature (4). Grammar (1).

For critical study: Shakespeare's Macbeth, Macaulay's Essay on Addison, Carlyle's Essay on Burns, Burke's Speech on Conciliation.

For careful reading: Shakespeare's Hamlet, Milton's Lycidas, Milton's Paradise Lost, Book I; Addison's Sir Roger de Coverley, Coleridge's Ancient Mariner, Carlyle's Heroes and Hero-worship, Scott's Kenilworth, Macaulay's Life of Johnson, Ruskin's Sesame and Lilies, Tennyson's The Princess, Tennyson's Idylls of the King, Hawthorne's The House of the Seven Gables, Poe's Gold Bug, Curtis's Prue and I, Page's Red Rock.

EXPLANATIONS.

FRESHMAN YEAR.

For entrance to the Freshman Class in English, a student should have a good knowledge of the usual and regular constructions found in an ordinary English sentence.

As indicated in the above schedule, the work of this year will consist chiefly in the study of Grammar. The purpose will be to give a careful presentation of the essentials of the subject with a view to organize and augment the knowledge pupils have already acquired of the structure of the language. We shall endeavor to rid the subject of its purely formal, mechanical character, and to bring it into intimate and vital relation to the student's life and interest. Hence it will be pursued as a study of the language by which the student expresses himself as well as a study of the forms used by great writers to give their thoughts to the world. Special attention will be given to the study of the parts of speech, their properties, inflections, and syntax; also to correct orthography, pronunciation, forms of expression, sentence structure, and sentence arrangement, as well as sentence analysis.

A brief course in Composition will be given during the first quarter of the Freshman Year, with special attention to punctuation, capitalization, and other features of form, to the end that the student may increase his ability to express himself with ease and accuracy.

A critical study of English classics will be kept up throughout the year for the double purpose of developing the pupil's power of literary interpretation and appreciation, and of keeping constantly before his mind proper ideals of correct usage.

JUNIOR YEAR.

The students who take work in the Junior Year are of three classes, viz.: those who have had work in the Freshman Year of the Normal; those who enter as graduates of well organized high schools; and those whose training has been irregular or superficial. Keeping in view the varied needs of these three classes, and also the primary object of the Normal as a training school for teachers, the Junior Year must include constant and progressive work in Grammar and Composition, and constant opportunity for careful reading. The subjects, however, are not pursued as separate studies. They can not be separated.

The Grammar for the first term is spoken of as a review. And such it is: a rapid review of the terms, forms, and classifications of formal

Grammar, a subject with which the student is expected to be reasonably familiar before entering the class. But it is a review with the one specific purpose of emphasizing the common sense and artistic relation of those parts and elements which constitute the sentence. The work in Grammar will be continued throughout the course in Composition and Rhetoric.

It is upon the Composition work that the whole course concentrates. Rhetoric is studied as a handbook of suggestion, and as a practical drill book; but it in no wise takes the place of actual writing. Thus, one set theme is required each week, the subjects taking up in order narration, description, and exposition. The requirements in Composition are these: first, accuracy of form; second, clearness of sentence structure; third, unity and coherence in paragraphing. But the aim of the entire course is toward greater freedom and effectiveness of expression.

Literature is a necessary part of the training for such effectiveness. But the course in Literature is planned for training in interpretation also.

During the last quarter especial attention will be given to children's literature.

SENIOR YEAR.

To be prepared to enter the Senior Class a student should have a thorough knowledge of Grammar; he should have had at least two years' work in Composition and Rhetoric, with abundant practice in theme writing; he should have a fair knowledge of English and American Literature, and should have made a critical study of several standard English classics.

The English work of the Senior Year is given chiefly to the study of English and American Literature. In this subject the following aims will be kept in view:

1. To give the student a clear conception of the development of the greater forms of literary expression in their relation to the history of English and American civilization.
2. To establish the habit of discriminating reading and study, and to develop a genuine appreciation of the best literature by introducing the student to as many masterpieces as possible in such way as to enable him to apprehend their spiritual and artistic elements.
3. To arouse the critical faculty, and by contact with the masters of expression to develop intelligent enjoyment of literature as an art, and thus to cultivate and refine the student's own style.

Memorized selections, readings in class, private reading and study, with oral discussions and prepared themes are the principal means by which these purposes are to be accomplished.

Students will be encouraged to make liberal use of the library under proper guidance, and detailed reports of their private readings will be required. The history of the literature will be taught only in a subordinate way to enable the student to understand the setting of an author's works, the emphasis being given to the study of the literature itself.

As a guide to teachers, a suggestive course in English classic readings, for use in primary and grammar grades, will be formulated.

During the Fourth Quarter of the Senior Year, a professional review

of the subject of Grammar will be given with a veiw to the indentification and application of the pedagogical principles upon which instruction in Grammar should be based. Attention will be given to involved and idiomatic constructions.

MATHEMATICS.

MR. BROWN AND MISS SAYERS.

The object of all the instruction in the department of Mathematics is to develop in the pupils power to reason clearly and logically. Students are led to derive rules and formulæ before using them; to study principles, not simply to learn facts.

Arithmetic.—Candidates for admission into the Freshman Class must have a thorough knowledge of the fundamental processes of Arithmetic, of greatest common divisor, least common multiple, compound quantities, fractions, both common and decimal; and they must have a fair knowledge of percentage.

Freshmen study the subject during the first two terms. If you can not meet the stated requirements fully, do not apply for admission into the Freshman Class.

Algebra.—Algebra is taught as generalized Arithmetic and the intimate relation of the two subjects is constantly kept in view.

Freshmen study the subject during the last two terms, completing it through simple equations.

Juniors study the subject during the entire school year, completing it to Series.

Geometry.—Juniors begin and finish Plane Geometry during the school year.

Seniors have Solid Geometry in the first two terms; much stress is put on solution of original problems.

Trigonometry.—The course in Trigonometry embraces only Plane Trigonometry. It will be given during the last two terms of the Senior Year.

Bookkeeping.—The course in Bookkeeping is designed to meet the requirements of a Permanent State Certificate. It will be such as will enable those completing it to keep an ordinary set of books. It will be given during the last two terms of the Senior Year.

Candidates for admission into the Junior and Senior Classes must satisfy the teacher that they have done the equivalent of the work required in the class preceding the one into which they seek admission.

GERMAN.

MISS HORNSBY.

The course in German is designed to give the sound discipline that all language study ought to give. As a means of acquiring accurate and orderly habits of mind, of developing the powers of observation and reason, the study of the laws and forms of grammar will be emphasized. It is our purpose also to give the student as much practice as

possible in the reading of easy German and gradually prepare him for the appreciation of classic German literature. In connection with both the grammar work and the reading much attention will be given to colloquial drill in the idioms and words that belong to the language of every-day life. Frequent written exercises in translation, reproduction of stories, and original composition will form a large part of the work in German. By constant and careful comparison of German and English, it is believed that the study of German will lead to a better understanding of English, a very necessary element in the education of every teacher.

A general outline of the course is given below. If necessary, special classes will be organized for those second year students who have not had an opportunity of studying German before coming to the Normal. In all classes the work may be modified to suit the needs of the students.

COURSE OF STUDY IN GERMAN.

Freshman Year.

Course for Beginners.—Grammar: Joynes-Meissner's German Grammar, Part I. Alternative Exercises to accompany Part I of Joynes-Meissner's Grammar.

Reading.—Märchen und Erzählungen, Guerber, Part I. Hewett's German Reader, begun.

Parallel Work.—Spanhoofd's "Lehrbuch der deutschen Sprache."

Junior Year.

Joynes-Meissner's Grammar, continued. Hatfield's "Materials for German Composition," based on Storm's "Immensee." Reproductions.

Senior Year.

Grammar.—Continued. Thomas's German Grammar.

Reading.—Arnold's "Fritz auf Ferien"; Baumbach's Schwiegersohn"; Lessing's "Minna von Barnhelm." Composition. Reproduction of Stories.

HISTORY AND CIVICS.

MR. PALMER AND MRS. FOSTER.

History teaching in the Normal will be based upon the fact that the mission of the Normal is to prepare young men and women for the profession of teaching. We see the important contribution that the proper study of History makes to the best education when we remember that the best education is that which puts man in the most sincere and intelligent sympathy with his fellow men in all their attempts to solve the social, economic, political, and religious problems that tax the intelligence of the race. As has been often said, History is not a list of dates or a summary of facts; for, however important these may be, the causes or the consequences of an event are often more important than the event itself.

Instruction in History will be given in such a way as to lay the foundation for a more extended study of the subject after the student leaves the

Normal. This implies (1) the proper method of approach; (2) accuracy in dealing with historical facts; (3) some acquaintance with the sources of historical information; (4) some knowledge of the nature of historical truth. All instruction will be given with the thought in mind that the students of today will be the teachers of tomorrow. Hence the method of teaching History will ever be an important consideration; yet the constant aim will be to lead the student to understand that scholarship can never be subordinated to mere method.

History and Civics are so closely related that it is not deemed wise to separate them in the Normal school curriculum. Civics will, therefore, be taught throughout the course in connection with History and as a part of History. It is believed that the importance of Civics can be best emphasized by thus recognizing its vital and essential relation to History.

Courses will be offered in Texas History, United States History, English History, and General History.

Freshman Year.

Twenty-seven weeks will be devoted to United States History and Civics. Nine weeks will be devoted to Texas History. Pupils who intend to enter the Freshman Class should be quite familiar with at least one good text on United States History and one on Texas History. It will be much better if they have studied several texts. No one will be allowed to enter Freshman History unless he has studied United States History at least six months in a good school, or has had equivalent preparation. History will be presented with special reference to the needs of the prospective teacher. The following books are recommended for use by Freshman students: Thwaite's "The Colonies," Hart's "Formation of the Union," Wilson's "Division and Reunion," and Garrison's "Texas."

Junior Year.

The Junior Year will be devoted to General History, but no one should attempt to enter this class who has not studied General History at least one year. This is imperative. Map drawing and the preparation of papers will constitute an important part of the Junior Year in History. Pupils who expect to take Junior work should review United States and Texas History. Pupils are advised to bring with them Adam's European History and Meyer's General History.

Senior Year.

Twenty-seven weeks or three quarters will be given to the study of English History as related to the history of the United States, and to the history of Continental Europe. Special effort will be made to show the significance of related facts, and to trace the development and growth of the English nation. Students who expect to enter the Senior Year must be prepared to take an examination in United States History and Civics, and the main outlines of General History.

Nine weeks will be devoted to the history of the United States. This course will be given with special reference to teaching the subject. The principle of relation in history will be carefully followed.

PENMANSHIP.

MRS. FOSTER.

A short, systematic series of lessons in Penmanship is given in both the Freshman and Junior Years.

These lessons are designed to give the students the theory of Penmanship, methods of teaching it, and much practice for the acquirement of an easy, rapid movement.

GEOGRAPHY.

MISS PEARSALL.

In Geography there will be given a course designed to meet the needs of teachers in Public Schools. The chief object of this course is to promote the change in the method of teaching Geography so generally advocated in recent years. The essential feature of this change is the replacement of the usual empirical treatment of Descriptive Geography by a rational physiographic treatment, so that the understanding shall aid the memory. The rational quality of the subject is thus emphasized and sound preparation thus laid for future personal study. This course should include a series of excursions throughout the surrounding region. These excursions, it is believed, may replace the tedious portions of descriptive Geography now too generally in vogue.

OUTLINE OF SUBJECT TREATED IN COURSE.

1. Physical features of the lands; contrast of land surface and ocean bottoms; activities of the lands; wasting of the lands; change of continental outline.

2. Classification of land forms; forms due to movements of the earth's crust; process of land sculpture; young, mature, and old forms.

Plains: Particular features of coastal plains (modern and ancient), as to form, drainage, products, and habitation.

Plateaus: Varieties of form and drainage, conditions determining habitation.

Mountains: Different kinds in various stages of development, form, climate, etc.

Volcanic Structures: Cones, lava flows, topographical features developed by their sculpture; distribution.

Rivers and Valleys: Relation to the economics of the earth; features characteristic of different stages of river development.

Form assumed by the waste of land on the way to the sea; talus slopes, alluvial, lake plains, flood plains, deltas, etc.

Influence of climate on land forms. Humid climate, arid climate, glacial climate, ice and snow deserts, etc.

Coast Lines: Various coastal plains produced by uplift or depressions of land.

3. The earth as a globe: Form, size, and motion of the earth. Geographical consequence of form, size, and motion.

4. Meteoralogy: Zones and seasons, the general circulation of the winds, with special consideration of trade winds and westerlies, monsoons, storms, etc.

5. Oceanography: Distribution and form of ocean basins. Movements of the ocean waters. Waves, their cause, motion, and progress. Tides: Caused by lunar and solar forces.
6. Geographical controls of the distribution of plants and animals.
7. Geographical factors in the history of man.

PROFESSIONAL WORK.

MR. HARRIS, MISS SHIPE, AND MISS HINES.

In this department will be offered courses in Primary Methods, School Management, Psychology, and the History of Education.

In Primary Methods will be included the study and application of the principles on which approved methods of teaching in the primary grades are founded. The aim will be to appeal to intelligence, to stimulate thoughtful inquiry, to direct systematic investigation, to discover sound principles, to teach normal methods. The purpose will also be to make known to students the means, devices, and appliances used and approved by primary teachers in our best modern schools.

In School Management the aim will be to prepare students to understand and overcome the difficulties encountered in organizing, grading, and conducting schools. Special attention will be given to all questions relating to discipline. The grading of schools and courses of study will be carefully studied.

PSYCHOLOGY.

MISS SHIPE.

The real purpose of the course in Psychology is to give such an understanding of the mental processes as will enable the student to form a rational basis for judging educational methods. The emphasis will, therefore, be placed upon the general, fundamental principles; and the relation of these principles to educational practices, both in instruction and in school management, will be carefully discussed. Although there will be no separate study of child psychology, throughout the course attention will be paid to those facts which show that the child is not a small adult, but a being with special problems and difficulties of his own.

Association, Memory, Imagination, Perception, Sensation, the Nervous System, Habit, Instinct, Emotion, Attention, Reason, and Will are the subjects to be considered.

The text-book is Halleck's Psychology and Psychic Culture; in addition to the text parallel reading will be required where practicable. This subject will be studied during the entire Junior Year.

In the study of the History of Education the controlling purpose will be to find, in the experience of the past, light for the future teacher's guidance.

While in the entire school of Professional Work such exercises will be conducted as will provoke thought, quicken intelligence, and train the mental powers, thus educating the minds of students, yet throughout this course the chief aim will be to give young men and women practical knowledge of matters relating directly to the profession of teaching and distinguishing it from other professions.

VOCAL MUSIC.

MISS BUTLER.

First Year.—(a) Songs will be learned by rote for the sake of their art value and for the voice culture to be gained therefrom.

The songs used will be the best that can be found among sacred, patriotic, nature, and play songs.

(b) Sight reading work will be deduced chiefly from the study of the rote songs.

After a very little experience in reading exercises of simple melodic value, two-voice work will be introduced, beginning with the round and the easy canonic form.

Text used: "Modern Music Primer."

Second Year.—(a) Rote song work will be continued.

Many chromatic intervals will be used in these songs, making future study in chromatic work natural and easy.

(b) Sight reading work will be done in one, two, and three voices, introducing evenly and unevenly divided time and all the tones of the ascending chromatic scale.

(c) There will be careful study of the formation of the major scale and its representation in nine different keys.

(d) The minor scale in its various keys will be introduced.

Text used: Second Reader, "Modern Music Series."

Third Year.—(a) Sight reading work will be given in three and four voices. Choruses from the classic writers will be studied. All possible chromatic intervals not hitherto introduced will be given in this year.

(b) All key signatures will be given in this year, the laws for their formation having been deduced from observation of key signatures that have been used.

Text used: "Loomis's Progressive Music Reader," No. IV.

N. B.—Outside chorus work for all students who show exceptional interest and ability in the music department will be open to members of all classes throughout the year.

PHYSICAL SCIENCES.—(Required.)

MR. FRESHNEY.

Junior Year.

Physics.—One year's course.

The aim of instruction in Physics will be to help the student to acquire:

1. A definite knowledge of physical facts.
2. The ability to recognize the principles studied, in the application of the physical laws met with in daily life.

Senior Year.

Chemistry.—One year's course.

This course will afford opportunity to acquire a fair knowledge of the

fundamental laws, facts, and theories of the subject. Training in careful observation, accuracy of description and statement, and neatness and dexterity in the conduct of experiments will be the purpose of the work in the laboratory.

Since no branch of science is free from difficulties, even in its elements, effort will be made to limit the discussion of these sciences to elementary principles, avoiding as unnecessary complex phrases.

PHYSIOLOGY.—(Required.)

MR. STANFIELD.

Freshman Year.

In this course a careful study will be made of nutrition, respiration, motion, the nervous system, and the sense organs with a view of learning the best hygienic conditions for preserving mental and physical integrity. The class-work will be supplemented by lectures and laboratory exercises and studies. The work will be supplemented by the use of physiological charts, models, and a mannikin.

BOTANY.—(Elective.)

MR. STANFIELD.

Senior Year.

In this course plant morphology of types of the principal groups of algae, fungi, liverworts, mosses, ferns, equisetums, and lycopods will be studied in the laboratory, and drawings and notes of students' work and observation will be required. Some acquaintance will be made with the diatoms and the desmids.

A few typical flowering plants will be studied so that the functions of the organs of these plants may be learned and the relationships of the main plant families to each other may be perceived.

The biological laboratory is well supplied with microscopes, so that as far as practicable histological studies will be undertaken. The identification of selected plants from the local flora and the preparation of herbaria will be taught. The course will be supplemented by botanical excursions under the direction of the instructor.

PHYSIOGRAPHY.—(Elective.)

MR. STANFIELD.

Junior Year.

In this course the geological forces which have modified, and are now modifying the world, will be studied. The physiography of the United States will be especially adapted to students who intend to teach Physical Geography. This course will include several short excursions. The region about San Marcos is especially rich in canyons and hills. There is a back-bone region three and one-half miles in length, locally known as the Devil's Back-Bone, showing many phases of erosion in forming the contour of the world.

ZOOLOGY.—(Elective.)

MR. STANFIELD.

Freshman Year.

In this course the students will study types of several of the branches of the animal kingdom. Ample material will be provided for the microscopical study of the various forms of unicellular life. The sponge and hydra will also be studied.

Special attention will be given to the dissection of some of the larger forms, such as starfish, holothurian, the crayfish, and the frog, for the purpose of giving the students a clear view of the development of the physiological functions of the different types of animal life.

Work in the laboratory and the use of note-books by the students will be required. Some directions and attention to field work will be given in some of the groups.

PHYSICAL CULTURE.

MISS HINES.

The importance of physical education is now universally conceded by our best educators. Our course covers a series of exercises such as can be taken by the pupils in the school room within the usual limitations of space and time.

The system taught requires no apparatus; calls for no room especially prepared for exercises; makes no further demand for special costume than that the clothing be perfectly comfortable. In the effort to develop a healthy body rather than a Hercules, what is usually called a well-equipped gymnasium is not necessary. Our pupils, when they leave us as teachers, can not carry gymnasiums with them, neither do they often find them in the school rooms to which they go, nor do they need them.

We use such movements, drills, marches, etc., as give strength and beauty to the body and prepare the pupil to take into his own school room such exercises as can be put into immediate use.

We desire to emphasize the fact that the only apparatus necessary for complete physical development, is the child under the guidance of the skillful, intelligent teacher.

READING.

MISS HINES.

"Silent reading is thinking under the stimulus of the written or printed page." Oral reading is giving to others in the words of the author the thought thus obtained. It has little purpose except to give pleasure and satisfaction to the listener, hence it is no favor if the delivery is such as to make a labor of listening.

In this course there will be no attempt made to teach what is usually known as elocution. Our aim will be to secure good, intelligent thought-getting and thought-giving, without destroying the individuality of the

pupil. Drill will be given in vocal culture to strengthen and improve the quality of the voice. Methods will be employed to secure distinct articulation and clear enunciation.

The exercises given will assist in correcting such defects as may have arisen from improper use of the organs of articulation, in correct breathing, etc.

It is our aim to make the work thoroughly practical; to teach so that the student-teacher can see that he may employ the same methods in his own school room; to create within him a desire to become an effective oral reader himself; and to cultivate a taste for the reading of good literature.

LATIN.—(Elective.)

MR. PRITCHETT.

It is expected that the Latin course will continue three years.

Freshman Year.—During this year a careful study will be made of the various forms, of pronunciation, quantity, and accent. Also the simpler rules of syntax will be studied, and careful attention will be given to translation from English into Latin. The course will be such as is usually covered in any good First Year's Latin book.

Junior Year.—This year's work will embrace a careful study of the Latin Grammar (except Prosody); a course in Latin Composition based on the texts read. Selections from Eutropius and Nepos, and a considerable amount of Cæsar, will be read and carefully studied with reference to forms of words, their construction, their reference to English language, etc.

Senior Year.—The work for this year will consist in reading a portion of Virgil's Æneid, with a careful study of Prosody. In the latter half of the year, four orations of Cicero wil be read, including that for the Manilian Law. These will be studied not only as Latin texts, but as masterpieces of literature. The student will be required to make frequent written translations, to study carefully the etymology of words, and to constantly compare the Latin constructions and words with the English.

QUALIFICATIONS FOR ADMISSION.

1. *Age.*—No person under 16 years of age at the opening of the session, September 7, 1904, will in any case be admitted to the school as a student during the scholastic year.

2. *Pledge.*—Prior to enrollment each student must sign a pledge to teach as many sessions in the public schools of Texas as he or she attends sessions of the Normal, and that he will not engage in any conduct that in the judgment of the faculty would be prejudicial to the interests of the school, and that he will cheerfully conform to all rules and regulations that may be established for the government of the school.

3. *Residence.*—Applicants for admission to the Normal must either be residents of Texas, or they must declare their intention to become citizens of Texas and take the pledge to teach in the public schools of the State.

4. *Scholarship.*—(a) A student applying for admission to the Freshman Class must have a fair knowledge of these branches: Orthography, Writing, Arithmetic, Elementary Algebra, Geography, English Grammar and Composition and Histories of the United States and of Texas.

 (b) A student applying for admission to the Junior Class must pass a satisfactory examination upon the subjects named under (a) and also upon the subjects covered by the course of study for the Freshman Year; but a student holding a first grade State certificate, or a diploma from a high school affiliated with the State University, may be admitted to the Junior Class without examination.

 (c) Applicants for admission to the Senior Class must, upon thorough examination, show a satisfactory acquaintance with the subjects taught in the Freshman and Junior Classes, and must, in addition, possess a satisfactory knowledge of history, literature, and general information subjects; and, besides, must evince such maturity of mind and give evidence of such ability to think and such habits of study as will justify the belief that they can complete the course in one year.

Students who have satisfactorily finished any year's work at the Huntsville or the Denton Normal will be admitted without examination to the succeeding class at this Normal. Only such students as enter at the beginning of the session will be admitted upon the foregoing conditions. Those who enter later must pass such examinations as may be deemed necessary by the Principal.

CERTIFICATES AND DIPLOMAS.

A student completing the Freshman Course will be granted a Certificate of the Second Grade authorizing the holder to teach in the public schools of Texas for three years without further examination.

A student completing the Junior Course will be granted a Certificate of the First Grade valid for six years.

A student completing the Senior Course will be granted a Diploma which will have the value of a State Certificate valid for life, or during good behavior.

EXPENSES TO STUDENTS.

Tuition.—There is no charge for tuition to any student attending the Normal.

Text-Books.—Text-books will be furnished free; but each student will be required to deposit with the Treasurer of the Local Board the sum of five dollars, two dollars of which will be returned at the close of the session if all the books used are returned in good condition.

Incidental Fee.—Each student will be required to pay to the Treasurer of the Local Board an incidental fee of two dollars at the beginning of each term, or eight dollars a year. No deduction in this fee will be made on account of a student's entering after the opening of a term.

Laboratory Fee.—A laboratory fee of $3.00, to cover the use of material and ordinary breakage, will be charged each student taking the course in Chemistry.

Board Fee.—Each scholarship student will be required to pay to the Treasurer of the Local Board a board fee of $18.75 at the beginning of each term, or $75 for the session. The State will then pay the board for the entire session.

Non-scholarship students pay their own board in full.

Cost of Board.—The prevailing rate for board will be $15 per calendar month. Some students may secure board for less; others may choose to pay more.

A scholarship is worth $50 in payment of board. Scholarship students will pay $75 per year for board in addition to the $50 paid by the State. Students who do not hold scholarships will pay, as a rule, $125 for the session of eight and one-third calendar months, or nine scholastic months.

In all cases students pay their own laundry bills.

Sundry Expenses.—These include washing, stationery, and other incidental expenses, and will probably amount to from $15 to $25 per session, owing to the tastes and habits of the student. Economy will be in every way encouraged.

There is no charge for tuition in any case.

Total Expenses.—From the foregoing statements it will appear that the total expenses for an entire session for a scholarship student need not exceed one hundred dollars, while the expenses of a non-scholarship student need not exceed one hundred and fifty dollars. The estimates here given do not, of course, include expenses for

traveling, clothing, etc. Students will be encouraged to keep their expenses for clothing within moderate bounds; but, to some extent, such matters may be left to the tastes of the individual students and the wishes of their parents.

Under no circumstances can fees be refunded or scholarships be transferred.

SCHOLARSHIP STUDENTS.

RESOLUTIONS OF STATE BOARD.

The State Board of Education has passed the following resolution relating to the appointment of scholarship students for the year 1903-1904:

"*Resolved,* That each State Senator and each member of the House of Representatives be and is hereby authorized to appoint two scholarship students for the year 1903-1904, to the Sam Houston State Normal School, and the same number to the North Texas State Normal School, and the same number to the Southwest Texas State Normal School; that each member of the State Board of Education and the State Superintendent of Public Instruction is authorized to appoint nine scholarship students to each of said institutions; and the Lieutenant Governor is authorized to appoint six scholarship students to each of the said institutions."

Scholarship students, after paying the fees previously mentioned, will receive books, board, and tuition free for one session. Such as show decided ability for teaching and pledge themselves to make teaching their profession, may, upon recommendation of the Principal, be reappointed for the second year without examination, and Senators and Representatives are hereby authorized to make such appointments at any time.

Senators and Representatives are earnestly requested, where there are several applicants, to hold competitive examinations in all cases where new students are to be appointed.

Vacancies occurring during the session may be filled by the Senators or Representatives in whose districts they occur, without examination. Students thus appointed will be examined by the faculty when they apply for admission.

Appointees failing to report within fifteen days after the opening of the session will forfeit their appointments.

Senators and Representatives are requested to notify the Principal, T. G. Harris, and the State Superintendent of Public Instruction, Arthur Lefevre, of appointments as soon as they are made.

NON-SCHOLARSHIP STUDENTS.

Non-scholarship students will receive tuition and books free, upon depositing library and incidental fees, but they must pay their own board. As many non-scholarship students as can be accommodated will be received. The examinations for admission of non-scholarship stu-

dents, as well as of scholarship students, are conducted by the Faculty when the student applies for admission.

No distinction is made between scholarship and non-scholarship students as to examinations for admission, or as to diplomas and certificates granted.

ENTRANCE EXAMINATIONS.

New students applying for admission may choose between these two methods of securing classification:

1. *By Examination.*—Under this method, each teacher into whose classes admission is sought conducts such examinations as he deems necessary in his department, and the student is classified upon the reports of teachers conducting such examinations.

2. *On Trial.*—Under this plan, the student is permitted, after full consultation with teachers whose classes he wishes to join, to enter on trial for two weeks those classes for the work of which he thinks he is prepared. At the close of two weeks such pupils are reclassified when reclassification is deemed necessary by the faculty.

COMPETITIVE EXAMINATIONS FOR SCHOLARSHIPS.

Each Senator and Representative is requested to appoint a committee of three professional teachers to conduct the examination.

Each examining committee will prepare suitable questions to test the qualifications of applicants, and also to determine their relative merits and fitness for the teacher's work.

Each committee will make a report to its Senator or Representative, giving the grade made by each applicant. Copies of this report should be sent to the State Superintendent and to the Principal of the Normal, as well as to the Senator or Representative.

It is recommended that these examinations be held early in July, that successful applicants may have time to make all necessary arrangements.

The State Board of Education strongly urges the selection and appointment of the fittest. Only thus can the best teachers for our schools be secured.

A person desiring to compete for a scholarship should notify the Senator or Representative as early as possible.

Senators and Representatives are urged to bear in mind that this is a professional school, and that no one should be appointed to a scholarship who does not purpose to make teaching a profession.

If practicable, each Senator and each Representative should appoint one young woman and one young man. Men as well as women are needed in the public schools of Texas, and all need the preparation to be obtained at the Normal School.

IMPORTANT TO STUDENTS.

Boarding.—On their arrival, or before engaging board permanently, students should report to Prof. S. W. Stanfield. He will aid in securing

pleasant homes in excellent families. Before permanently engaging board, or changing boarding places, students must consult Professor Stanfield.

Expenses.—Books and tuition are free to all students after paying the library and incidental fees. Scholarship students pay a board fee of $18.75 at the beginning of each quarter, or a total board fee for the entire session of $75, which is three-fifths of the cost of board, the State paying the remainder. Non-scholarship students pay their own board, but are furnished tuition and books free. One hundred dollars will pay all the necessary expenses of a scholarship student, or one hundred and fifty dollars of a non-scholarship student, aside from clothing and traveling expenses. The school is thus placed within the reach of all.

Age and Qualification.—No person who will be under 16 years of age on the 7th of September, 1904, will be admitted. No one who has not a good knowledge of the common branches will be admitted. It is useless for such persons to apply.

Students Can Enter at Any Time.—But all are urged to enter at the beginning of the year, or as soon thereafter as possible. However, those entering later than October 1st can not apply for diplomas, nor those entering later than November 13th for any kind of certificate.

Welcome.—You who desire to qualify yourselves to teach in the schools of Texas, who have resolved to be real students, will meet a hearty welcome, and all possible pains will be taken to render your stay here both pleasant and profitable. Our mission is to prepare worthy teachers for the schools of Texas. Students should remember that this is a professional school. They must expect, therefore, to spend a good portion of the time in the reviewing of subject matter with which they are familiar as students, but which they must review from the standpoint of the teacher.

Take a Regular Course.—Look up the work, and come prepared to be examined in the branches you understand. You will then enter upon your course with no hindrance.

Untiring Energy.—Without this qualification you can not teach. If indolent or frivolous, you are advised not to enter the Normal School. Only true men and women, who welcome hard work, and whose course is ever onward and upward, are worthy to be admitted to the ranks of the great brotherhood of teachers.

For terms of admission, scholarship appointments, graduation, etc., see previous pages.

Catalogues are sent by return mail upon application. Please direct a postal card to the Secretary of the Southwest Texas Normal School, San Marcos, Texas.

The Catalogue containing announcements for the session beginning September 7, 1905, will be sent to applicants after July 1, 1905.

PERSONS WHO SHOULD NOT ENTER THE NORMAL.

If you desire to prepare for the study of law, medicine, or theology, do not come to the Normal.

If you wish merely to obtain a general education, do not come to the Normal.

This is not a reform school. It is not a place for children. Boys and girls incapable of self-control should not enter the Normal.

If you have not completed a course of study that would fit you to enter a good high school, you can not be profited by our work, and should not apply for admission.

Our work is special, and will suit none but those preparing for the teacher's profession. If you wish to teach in our country schools, our city schools, or high schools, we can give you good instruction by trained and skilled teachers, with all needed helps in the way of apparatus, libraries, etc., and special professional training that will be most valuable. But the Normal School is not a college or a university. If you are merely seeking to obtain a general education to prepare yourself for other than the teacher's profession, do not come here. Our work will not suit you, and we will not be satisfied with you. Only those desiring to prepare for the great work of the teacher should come to the Normal.

TEXT-BOOKS.

Arithmetic.—Sutton & Kimbrough.
Algebra.—Wells' Higher.
American Literature.—Abernethy.
Botany.—Bailey.
Composition and Rhetoric.—Herrick & Damon.
Cæsar.—Harper & Tolman.
Cicero.—Harper & Gallup.
Chemistry.—Peters.
Civil Government.—Young.
Drawing.—Thompson.
English Literature.—Pancoast.
Geography, Descriptive.—Redway & Hinman.
Geography, Physical.—Maury.
German Grammar.—Jones-Meissner. Thomas.
German Reader.—Hewett.
General History.—Colby.
Geometry.—Wentworth.
Grammar.—Maxwell.
History of Education.—Seeley.
History of Texas.—Pennybacker.
History of United States.—Cooper, Estill, and Lemon.
History of England.—Anderson.
Latin.—Introductory, Collar & Daniel.
Latin Readings.—Arrowsmith & Whicher.
Latin Grammar.—Bennett.
Music.—Smith. Loomis.

Psychology.—Halleck.
Physiology.—Colton.
Physiography.—Davis.
Penmanship.—
Physics.—Carhart & Chute.
School Management.—White.
Spelling.—Hunt & Gourley.
Trigonometry.—Taylor & Puryear.
Vergil.—Harper & Miller.
Zoology.—Colton.

FURTHER INFORMATION.

For any desired information not given in this Announcement, persons interested should address the Principal,

THOMAS G. HARRIS,
San Marcos, Texas.

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